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ABSTRACT

The Detroit Job Upgrading Program assists high school aged boys and girls who have dropped out of school, or who are considered to be potential dropouts, to reenroll and to progress satisfactorily until graduation. Students are also prepared for gainful employment in the nation's work force. The program is geared toward helping such youths make a viable readjustment to a normal school program through providing highly individualized personnel and career counseling, developing an awareness of school and job success factors, and providing a subsidized work experience which can serve as practical reinforcement for the learning experience. To assess the effectiveness of the program, annual pretest and posttest California Achievement Tests (CAT), pre- and post-program final grades, and numbers of absences were analyzed. Gains were achieved on the Reading Test of the CAT; report card grades and attendance records were improved. Based on the findings, it was concluded that the Detroit Job Upgrading Program was successful in achieving its purposes. Hence it was recommended that the project should continue to remain operational in its present form during the 1982-83 school year. (PN)

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EVALUATION OF THE DETROIT JOB UPGRADING PROGRAM 1981-1982

Funded Under Title I of the Elementary and Secondary Education Act

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EXECUTIVE SUMMARY

Evaluation of the Detroit Job Upgrading Program, 1981-82
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Purposes

The purpose of the Detroit Job Upgrading Program was to assist high school aged boys and girls who have dropped out of school or who were considered to be potential dropouts to reenroll and to progress satisfactorily until graduation and/or to prepare for gainful employment in the nation's work force. The program was geared toward helping such youths make a viable readjustment to a normal school program through providing highly individualized personnel and career counseling, developing an awareness of school and job success factors, and providing a subsidized work experience which could serve as practical reinforcement for the learning experience.

In order to attempt to assess the effectiveness of the program in terms of its goals, the evaluation sought answers to the following question:

> What effect did the program treatment have upon the project participants with regard to: (1) performance on the California Achievement Tests, (2) final report card marks in English and mathematics, (3) attendance in school, and (4) general progress?

Method

Annual pretest and posttest California Achievement Tests means of grade equivalent scores in reading comprehension and mathematics were computed for project participants in each of three pertinent high school grade levels, and the extent of gain was compared to the gain of the national norming group.

Pre-program and post-program final report card marks of enrollees were analysed, and the extent of improvement or retrogression was determined via a movement matrix procedure augmented by a chi square test for statistically significant inference.

Pre-program and post-program numbers of absences of the enrollees were dealt with similarly.

A number of case studies depicting general progress made by project participants in the attainment of program goals were summarized and cited.

Findings

The findings indicated that with respect to performance in reading on the California Achievement Tests, the project participants generally equaled or surpassed the gains of the national normative group in two of three grade levels under study. In the area of mathematics it was found that the participants failed, generally, to attain the gains of the norming group.

With regard to progress concerning report card marks, it was found that almost one-half of the project participants significantly improved their report card grades in English, and approximately one-third of the enrollees improved their report card grades in mathematics.

The findings implied also that more than three-fifths of the project enrollees improved their attendance records in school by a significant margin of at least seven regular school days.

Finally, an examination of case studies of a sample group of enrollees indicated that a number of individual enrollees attained rather dramatic progress toward the attainment of project goals.

Conclusions

Based on the findings above, it was concluded that the Detroit Job Upgrading Program was successful in achieving its purposes. Hence it was recommended that the project should continue to remain operational in its present form during the 1982-83 school year.

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INTRODUCTION

The essential purpose of the Detroit Job Upgrading Program is to help high school level boys and girls who have left school prior to full term or who have been regarded by school staff members as dropout-prone to return to or continue to remain in the regular school program until normal graduation or its equivalent. Informal and flexible, the program is targeted also at preparing its enrollees for gainful employment with the expectation that they will become responsible, self-sufficient citizens.

Considered generally to be the vanguard of programs generated to assist early school leavers, Job Upgrading has proliferated since its inception in 1949 from a solitary center at the recently defunct Northeastern High School to centers in thirteen Detroit high schools.

Although it was originally intended to help school dropouts who were believed to be least employable, the emphasis of the project in recent years has been redirected toward assisting early school leavers and potential dropouts to reenroll or to continue their education and/or to prepare for employment.

The project is addressed toward aiding youths who have experienced difficulty in adjusting to the normal school program to achieve a satisfactory readjustment via providing highly individualized personal and career counseling, developing an awareness of success factors in school and on the job, and whenever fiscally possible, providing a subsidized work experience which could serve as a practical reinforcement for the learning experience.

In essence, the general goal of the Job Upgrading Program was to render assistance to target youths in order that they could return to or maintain a regular school program, obtain a High School Equivalency Certificate, or to enter some other type of training or employment in the nation's work force.

BASIC FACETS OF THE PROGRAM

The operational aspects of the program were manifold and comprised of the following elements: (1) entry into the program, (2) personalized and group guidance and counseling, (3) use of instructional worksheets, (4) enrollment in regular program classes, (5) opportunity for a paid work experience, (6) follow-up service during and after the completion of training, and (7) constant teacher coordinator-enrollee interaction. These elements are delineated below.

Entry into the Program

Students were recommended for entry into the program by school counselors, administrators, or various community agencies. The normal procedural steps by which a prospective student could become a program enrollee are as follow:

1. A school dropout or potential dropout applies for acceptance into the project.
2. The Job Upgrading teacher coordinator interviews the prospective trainee.
3. The prospective trainee is informed as to the kinds of assistance the project is prepared to offer its enrollees.
4. The prospective trainee considers how the capabilities of the program are correlated to his/her needs and future goals.
5. If the student then asks to be enrolled and is accepted, the new enrollee and the coordinator mutually decide, within school requirements, which components of the Job Upgrading curriculum will most adequately provide the experiences needed to attain the student's goals.

Guidance and Counseling

Guidance and counseling were tailored to fit each student's individual needs. A group counseling approach was used also to aid the enrollees to cope with the problems of everyday living. Each enrollee became a member of a Job Upgrading class which convened for one school hour daily in the morning at a designated

center under the direction of a teacher coordinator. Students received help in getting to know themselves, solving personality problems, discovering their interests, understanding their aptitudes and personal characteristics, and developing positive self concepts. In addition they learned how to get along with others, to find and keep a job, to manage their personal finances, and to become self-sufficient. Effective communication and interaction with other school personnel, community members, and employers of enrollees were also facets of the guidance and counseling function.

Student Instructional Worksheets

Specially-designed projects involving instructional worksheets, prepared by the teacher-coordinator staff and dealing with various aspects above, were used in the training of students. The lesson worksheets were revised constantly in order that immediacy, relevance, and flexibility could be maintained. Correlated booklets and, at times, outside sources were used in conjunction with a portion of the worksheets. Each Job Upgrader maintained a personal folder in which unfinished work was cataloged. The folder also contained a program chart which was used for purposes of self-evaluation.

Enrollment in Regular Program Classes

Whereas target students participated in program-related activities for a period of one school hour per day, they were also programmed for three to four additional classes commensurate with their grade and regular school curriculum. Purpose of this latter requirement was to enable the program participant to remain in the mainstream of regular school activities with his/her peer group so that graduation, or its equivalent, could ultimately be attained within a reasonally normal time sequence.

Paid Work Experience

A unique activity of the program was the subsidized work experience which was intended, in part, to make the trainee aware of the importance of an education in the labor force and to encourage him/her to maintain a regular school program. An afternoon function of each teacher coordinator was to contact various commercial and industrial firms who would agree to take on and train a Job Upgrading student for a specific period of time during which remuneration would be underwritten by project sources.

Therefore, enrollees who met certain program criteria were given opportunities to interview for and obtain part-time jobs after school hours. At the conclusion of a successful work experience the employer optionally could continue to employ the student on his own part-time work payroll. It had been found in the past that the self-concept of many working students was upgraded as a result of earning spending money.

Follow-Up Service

An important facet of the program was the follow-up service provided for the trainees. In addition to monitoring and providing assistance relative to the Job Upgrader's classroom work in school, the teacher coordinator also made periodic visits to the student's place of employment to evaluate his/her adjustment to the world of work, whether a part-time or full-time situation. As to the latter, visitations were conducted on a feasibility basis for a period of about six months.

This follow-up contact was deemed important because the enrollee was assured of the teacher coordinator's continued interest and concern for his well-being and success. On many follow-up visitations the coordinator was able to provide advice to the trainee relative to providing better work service as well as interpreting the employer's on-the-job expectations.

Teacher Coordinator-Enrollee Interaction

The flexible curriculum enabled an empathic professional, the teacher coordinator, to generate a warm, personal relationship with each participant. This relationship was facilitated by some unique advantages the coordinator had over and above a regular-program teacher. For example, the project participants did not report en masse at the center, remain, and leave on an identical time schedule.

Thus a pupil-teacher ratio of thirty-to-one in Job Upgrading indicated that the thirty or so trainees arrived at the center and departed on many different schedules. This circumstance presented the coordinator with many opportunities for individual counseling, tutoring, and small-group work. It also permitted the coordinator to follow through with student problems in regular school classes, on the job, and in their homes in the afternoon where family involvement could be generated.

The teacher coordinator also ascertained that certain basic aspects usually associated with academic, business, and social success were included in the training experience. Such facets were: (1) regular attendance and punctuality, (2) good grooming and personal appearance, (3) adequate communication and social skills, and (4) improved attitudes toward work and its quality.

THE EVALUATION PLAN

The following procedures were employed for the purpose of attempting to assess the effectiveness of the Job Upgrading Program in terms of progress made toward achievement in reading comprehension and mathematics as well as general English. An effort was made also to determine progress achieved in the areas of absenteeism and school retention.

1. Project teacher coordinators in each Job Upgrading center provided the evaluator with the names, grade levels, and birthdates of program participants.

2. I.D. numbers of enrollees were obtained by the evaluator from departmental records, and IBM cards were subsequently prepared. An SPSS (Statistical Package for the Social Sciences) program was written and transmitted to IBM cards. The card deck was submitted to the Wayne State University Computer Center for processing.

3. Pretest (April or November, 1981) as applicable and posttest (April, 1982) California Achievement Test means of grade equivalent scores and standard deviations in reading and mathematics were computed for project participants in each of the high school grade levels[1].

4. Pre-program and post-program final report card marks of program enrollees, provided by teacher coordinators, were analyzed, and the extent of improvement or retrogression was determined via a movement matrix procedure[2].

5. Pre-program and post-program numbers of absences of the enrollees were obtained and dealt with similarly.

6. A number of case studies depicting progress made by project participants in attaining program goals of school retention, graduation or equivalent, and/or gainful employment were reported.

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[1]The scores of only those students of whom both pre- and posttest data in reading and/or mathematics were available were included in this evaluation.

[2]Nicholis Poulos and John Lindsey, "A Movement-Matrix Technique for Determining Strata of Pre- and Post Change of Individual Subjects," ERIC REPORTS, 1971.

ANALYSIS OF THE DATA AND FINDINGS

The following section is addressed to the analysis of the data and related findings and is based upon the evaluation plan cited previously. Hence the ensuing tables are predicated upon the available California Achievement Test pretest and posttest performance data of the Job Upgrading students in reading comprehension and mathematics as well as upon data regarding pre-program and post-program final report card marks and school attendance.

Abbreviated case studies of a sample group of program participants were also cited and described.

Reading (CAT)

Grade 9

The pretest and posttest information cited in Table 1 (next page) inferred that the Job Upgrading participants in Grade 9 attained an average gain of 0.7 (seven months) in grade equivalent units in reading comprehension on the California Achievement Tests.

It was indicated by the data that the pretest mean of scores for the ninth graders was 5.7 (five years and seven months), and the posttest mean was 6.4 (six years and four months). Therefore, the data suggested that the participants achieved a pretest to posttest gain of seven months, thus falling short of the national norming group by a margin of three months.

Grade 10

With respect to the CAT performance of Grade 10 enrollees, the data (Table 1) indicated that the Job Upgrading students achieved an average gain of 1.0 (one school year) in grade equivalent units in the area of reading comprehension.

The pretest mean of scores was 5.9 (five years and nine months), and the

TABLE 1

MEANS AND STANDARD DEVIATIONS OF PRETEST AND POSTTEST CAT GRADE EQUIVALENT READING SCORES OF JOB UPGRADING STUDENTS

Present Grade	N[1]	Pretest (1981)		Posttest (1982)		Gain in G.E.U.[2]	
		M	SD	M	SD	Norm	Program
9	30	5.7	1.9	6.4	2.5	1.0	0.7
10	18	5.9	3.1	6.9	3.0	1.0	1.0
11	2	5.7	4.5	6.9	1.6	1.0	1.2
12	0	-	-	-	-	-	-

[1]N = numbers of students

[2]G.E.U. = grade equivalent units

posttest mean was 6.9 (six years and nine months). Hence the gain of 1.0 (one year) was found to have equaled the gain of the national norming group.

Grade 11

The data in Table 1 (pretest and posttest data were available for only two project participants) inferred that the project students in Grade 11 attained a pre- and post average gain of 1.2 (one year and two months).

It was indicated by the data that the eleventh graders achieved a pretest mean of 5.7 (five years and seven months) and a posttest mean of 6.9 (six years and nine months). Thus the pretest to posttest gain of 1.2 (one year and two months) exceeded the gain of the national norming group by a margin of two months.

Grade 12

No pre- and post data regarding the reading comprehension phase of the California Achievement Tests were available relative to program enrollees in Grade 12.

TABLE 2

MEANS AND STANDARD DEVIATIONS OF PRETEST AND POSTTEST CAT GRADE EQUIVALENT MATHEMATICS SCORES OF JOB UPGRADING STUDENTS

Present Grade	N[1]	Pretest (1981)		Posttest (1982)		Gain in G.E.U.[2]	
		M	SD	M	SD	Norm	Program
9	32	6.3	1.9	6.7	1.7	1.0	0.4
10	18	6.9	2.4	7.2	3.0	1.0	0.3
11	2	7.1	0.6	7.8	0.4	1.0	0.7
12	0	-	-	-	-	-	-

[1] N = numbers of students

[2] G.E.U. = grade equivalent units

Mathematics (CAT)

Grade 9

It was inferred by the available data delineated in Table 2 that the Grade 9 Job Upgraders attained an average gain in mathematics of 0.4 (four months) in grade equivalent units on the California Achievement Tests.

The pretest mean of scores was 6.3 (six years and three months), and the posttest mean was found to be 6.7 (six years and seven months). Hence the project participants attained an average pretest to posttest gain of four months, six months short of achievement based on the national norming group.

Grade 10

With reference to CAT performance of participants in Grade 10, the data indicated that the Job Upgrading students achieved an average gain of 0.3 (three months) in grade equivalent units in the area of mathematics.

The pretest mean for the tenth graders was 6.9 (six years and nine months), and the posttest mean was 7.2 (seven years and two months). Accordingly, the gain posted by the tenth graders in math was seven months less than the gain of the

national norming group.

Grade 11

The data depicted in Table 2 (pre- and post data were available for only two program enrollees) indicated that the eleventh grade participants attained an average gain in mathematics of 0.7 (seven months) in grade equivalent units.

It was suggested by the data that the Grade 11 students had achieved a pre-test mean of 7.1 (seven years and one month) and a posttest mean of 7.8 (seven years and eight months). Therefore, the pre- and post gain in mathematics of 0.7 attained by the eleventh grade program enrollees was short of the gain of the national norming group by a margin of three months.

Grade 12

There were no pre- and post data available with regard to the mathematics section of the California Achievement Tests for project participants in Grade 12.

The following sections of this evaluation report commencing on the next page will be concerned with generating further information regarding the performance of the program enrollees during the project year.

Report Card Marks

English

For the purpose of generating an additional perspective regarding academic progress made by enrollees during the project year, the pre-program and post-program final report card marks of the participants in the English and mathematics subject areas were obtained and analyzed via a movement-matrix procedure[1].

Thusly, the data in Diagram A and correlated Table 3 are intended to augment previously-cited data by means of a delineation of the precise gain or retrogression of each participant based upon pre- and post-program report card marks in English.

The diagram is essentially a scattergram-type tally sheet displaying the distribution of pre- and post final marks of A, B, C, D, and E. Each enrollee is depicted by a specific dot on the five-by-five working fold. The geographical location of the dot symbols reveals what has occurred to each enrollee with regard to his/her pre- and post-program marks.

The columns of cells from left to right represent pre-program mark categories on a scale of "A" through "E". The rows of cells from bottom to top of the fold represent similar post-program mark categories. Of note is that the pre- and post academic marks of each student have been recorded simultaneously in a horizontal-vertical sequence on the matrix and are depicted by a single dot symbol.

For example, a student whose final mark, both pre- and post, was a "C" was depicted by a dot in the very center cell of the fold. Another student whose pre-program mark was an "E" but whose post-program mark was an "A" was represented by a dot in the lower-right corner cell. Hence the posting of pre-post marks

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[1] This procedure will be used also in a subsequent section dealing with school attendance.

of enrollees below the five cells comprising the diagonal from lower-left to upper-right indicated progressive degrees of improvement.

Conversely, any posting above the diagonal cells of the fold is indicative of corresponding degrees of retrogression. The posting of dots in the diagonal cells (lower-left to upper-right) depicts those enrollees of whom no pre-post mark change had occurred.

The data in Table 3 are a transfiguration of the tally of dots in each cell into numerals. Pertinent diagonal cells have been encased by broken lines to

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DIAGRAM A

Pre-Program Marks

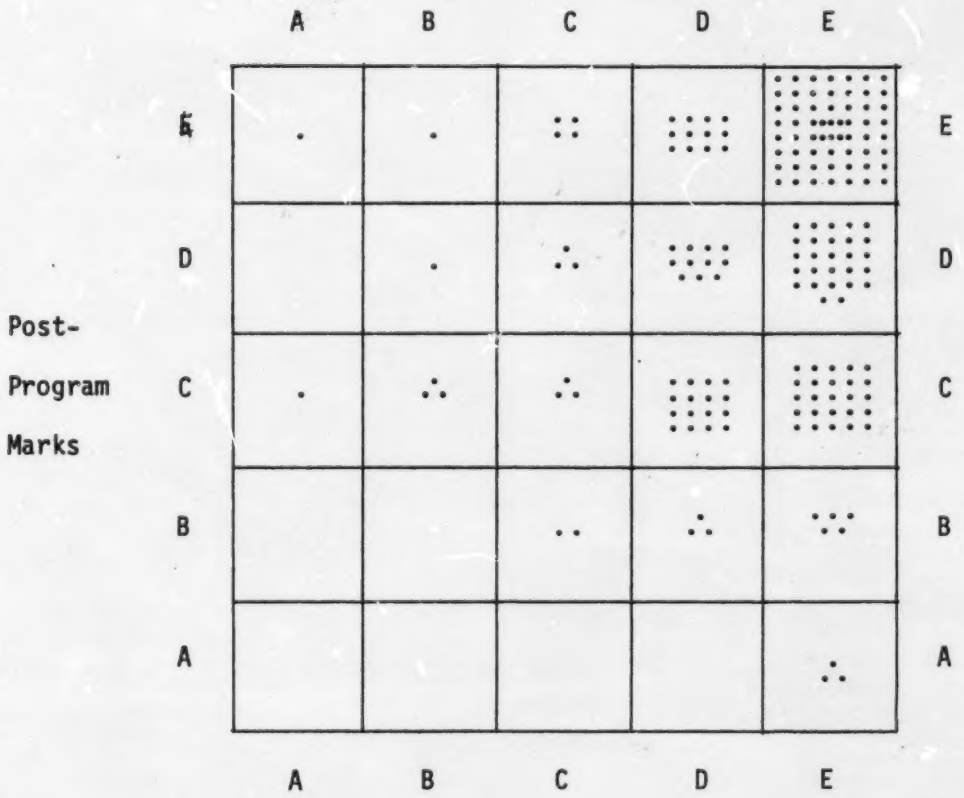

TABLE 3

DISTRIBUTION OF PRE-PROGRAM AND POST-PROGRAM FINAL REPORT CARD MARKS OF EACH PROJECT PARTICIPANT IN ENGLISH VIA A MOVEMENT-MATRIX PROCEDURE

Post-Program Marks	Pre-Program Marks: A	B	C	D	E	
E	1	1	4	12	60	78
D	0	1	3	11	27	42
C	1	3	3	16	25	48
B	0	0	2	3	5	10
A	0	0	0	0	3	3
	2	5	12	42	120	Totals

$X^2 = 31.32$, significant at the .01 level.

facilitate interpretation. Marginal totals are cited at the column and row extremities. The chi-square test was employed in order to determine statistically significant differences between the pre- and post-program marginal totals of report card marks.

Accordingly, the information in Table 3 indicated that the final report

card marks of eighty-one (45 percent) of the project participants in the subject area of English were improved after their Job Upgrading Program experience. Of those enrollees who attained gains, it was found that forty-five (55 percent) of the participants improved by a margin of one mark or grade, twenty-eight (35 percent) participants improved by two grades, five (6 percent) participants gained by three marks, and three (4 percent) of the enrollees achieved a pre- and post gain of four card marks (from "E" to "A").

Reciprocally, it was inferred by the data that only twenty-six (14 percent) students retrogressed in report card grades from pre-program to post-program. Of the participants who retrogressed, the data indicated that eighteen (69 percent) did so by one mark, six (23 percent) fell behind by two marks, and two (8 percent) students retrogressed by margins of three and four marks, respectively. There were no pre- and post changes in English marks with regard to seventy-four (41 percent) of the project participants.

The chi-square test indicated that the differences in the distribution of pre-program and post-program marginal totals of report card marks were of sufficient margin to be considered statistically significant at the .01 level of confidence.

Mathematics

It was indicated by the data in Table 4 that relative to pre-program and post-program final report card marks in mathematics, forty-nine (32 percent) of the program enrollees had improved their marks. Of those enrollees whose marks had improved, twenty-nine (59 percent) posted a gain of one card mark, thirteen (27 percent) improved by a margin of two marks, six (12 percent) gained by three marks, and one (2 percent) enrollee improved by the extent of four report card grades.

The data inferred also that thirty-three (22 percent) participants retro-

TABLE 4

DISTRIBUTION OF PRE-PROGRAM AND POST-PROGRAM FINAL REPORT CARD MARKS OF EACH PROJECT PARTICIPANT IN MATH VIA A MOVEMENT-MATRIX PROCEDURE

Post-Program Marks	Pre-Program Marks: A	B	C	D	E		
E	0	1	9	15	55	E	80
D	0	1	4	10	22	D	37
C	2	0	5	7	12	C	26
B	1	0	0	1	5	B	7
A	0	0	0	1	1	A	2
	A	B	C	D	E		
	3	2	18	34	95		Totals

$X^2 = 4.00$, no significance.

gressed with respect to pre- and post card marking grades. Of the enrollees who retrogressed, twenty (61 percent) did so by a one-grade margin, twelve (36 percent) students fell behind by two grades, and one (3 percent) enrollee retrogressed to the extent of three marking grades. No enrollee retrogressed by a pre- and post margin of four grades ("A" to "E").

It was found, additionally, that seventy (46 percent) of the program enrollees had effected no change in their card marking grades on a pre-program and post-program basis.

A chi-square test of the distribution of pre- and post marginal totals of report card marks inferred that the differences were not of sufficient margin to be considered statistically significant.

School Attendance

In an attempt to determine whether Job Upgrading could be considered effective in improving the school attendance of its enrollees, the pre-program (June, 1981) and post-program (June, 1982) numbers of absences of each enrollee were obtained from school records. These data were used to determine the extent of improvement or retrogression of each project participant by means of the movement-matrix procedure used previously with respect to report card grades[1].

The data in Table 5 indicated that one hundred and twenty-nine (63 percent) of the program students improved their attendance in school on a pre- and post basis by at least one interval of absence or an average of seven regular school days. It was found also that with regard to the students above who posted attendance gains, ninety-eight (76 percent) of the enrollees attained gains in school attendance by a margin of at least two absence intervals or approximately fourteen school days.

Conversely, the data inferred that forty-five (22 percent) of the participants retrogressed in school attendance by at least one attendance interval, a seven school-day average. Regarding those participants who had retrogressive attendance records, fourteen (31 percent) students retrogressed by the extent

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[1]Only the data of those project participants of whom both pre-program and post-program information were available were utilized in this evaluation.

TABLE 5

DISTRIBUTION OF THE NUMBERS OF PRE-PROGRAM AND POST-PROGRAM ABSENCES OF PROJECT PARTICIPANTS VIA MOVEMENT-MATRIX PROCEDURE

Post-Program Numbers of Absences	Pre-Program Numbers of Absences: 0-6	7-13	14-20	21-27	28-34	35-41	42-48	49+	
49+	0	1	0	2	2	3	5	5	18
42-48	1	0	1	0	0	2	3	10	17
35-41	0	0	1	2	1	1	0	9	14
28-34	2	0	5	4	6	2	9	12	40
21-27	0	1	2	2	5	2	7	6	25
14-20	3	3	5	6	9	4	4	9	43
7-13	4	4	5	6	2	3	1	4	29
0-6	4	3	2	4	3	0	0	2	18
	14	12	21	26	28	17	29	57	Totals

$X^2 = 40.94$, significant at the .01 level.

of two intervals of absence, an average of fourteen days. Of note is that only ten (22 percent) of the students who manifested negative pre-post records of attendance retrogressed by a margin of three or more intervals of absence. No

changes in pre- and post-program attendance patterns were discernible with regard to thirty (15 percent) of the program enrollees.

The chi-square test indicated that the pre- and post differences in the distribution of marginal totals were of sufficient margin to be considered statistically significant at the .01 level of confidence.

Case Studies

This final phase of the evaluation was concerned with progress made by a number of participants toward the attainment of project goals, i.e, school retention, normal graduation or its equivalent, and/or gainful employment in the world of work.

Such information delineated below in the form of abbreviated case studies was provided by the teacher coordinator staff. The cases described are not intended to be construed as necessarily typical or atypical but are, in essence, depictive of somewhat above-average progress made by particular enrollees in the Job Upgrading Program.

The Case of "J"

Chronic truancies laced with violent behavior resulted in J's suspension from a Detroit high school in April, 1980. At six feet three inches in height and weighing two hundred and seventy pounds, J's frustrations were compounded by repeated grade failures and resultant ineligibility to compete in contact sports. Hence he seemed compelled to gravitate toward altercations and violence in his relationships with others.

Referred to the Job Upgrading Program at M. L. King at the age of nineteen by the school's football coach, J was interviewed, and a program was discussed and implemented. It was felt that J was primarily acting out his frustrations, and the coordinator felt his aggressive behavior could be rechanneled by some supportive guidance. A progressive self-acutualization program was adopted based upon his expressed desire to graduate from King, and eventually some progress became evident.

Upon enrollment in the program, J had accumulated one hundred and twenty credit hours. He became embarrassed at first during guidance sessions because of the chronological age difference with his ninth grade peers. However, the sessions provided J with urgently-needed verbal skills. He be-

came facilitator for the group, and his level of confidence began to rise. The guidance sessions helped to improve his decision-making skills, develop a positive self image, and to reduce the extent of his hostile attitudes.

J had earned thirty additional credits by January, 1982, and it was recommended that he be allowed to attend evening school. J was transferred later to regular school and assigned to his former counselor who was impressed immediately with his sincerity and emotional stability. His transcript was evaluated, and it was felt that he had become a candidate for graduation prior to his twentieth birthdate. In June, 1982, J received his high school diploma.

The Case of "M"

M enrolled in the Job Upgrading Program at Western in September, 1979. He was referred by his counselor because he had dropped out of school the previous semester. He had many family problems which prevented him from attending school regularly. His father passed away after a long illness, and his mother was repeatedly in and out of the hospital with a heart condition. M was performing odd jobs around the neighborhood to help supplement the family income.

When he entered Job Upgrading, he was receiving social security benefits. M had not completed all of his tenth grade requirements when he enrolled. He was assigned five classes in the tenth and eleventh grades. His attandance improved as the term progressed, and his attitude toward school grew more positive. At the end of the first report card marking period he had passed all of his classes. This boosted his self esteem since it was the first time that he had not received failing grades.

M requested six classes for the second semester. He wanted to graduate with the 1981 class. His request was granted, and he was assigned six classes. During the second semester his attendance was excellent. When the term ended in June, he received four B's and two C's.

He became enrolled in the summer program for a work experience. M was assigned to do stock work at a new work site dealing with plumbing and heating. He had a very successful work experience and as a result, his employer would like to continue having students from the Job Upgrading Program. M is now enrolled in the Dearborn Community College, and he will be completing his first year of college soon.

The Case of "R"

R was seventeen years old and in the tenth grade. She was referred to the Murray-Wright Job Upgrading Program by Region I personnel. She had been dropped previously from the regular school program at another school because of assault and truancy.

At the initial interview R was hostile and displayed a very defensive attitude. Her mother refused to attend the interview because she said she had "had it" with her daughter. In spite of R's defensive posture, it

appeared to the coordinator that R inwardly desired a second opportunity to succeed. Therefore, the parent was contacted, and R was accepted into the program. Upon being apprised of the ramifications of the program with regard to her daughter, the mother appeared to be very cooperative and receptive and pledged her support.

During the first semester R was programmed for three regular classes plus Job Upgrading. Initially, she had problems adjusting to her peers and to classroom adult authority. After conducting several conferences with R in an attempt to make her feel more secure and comfortable with herself and the program, the coordinator began to observe improvement. R began to display charm instead of hostility. Her attendance improved dramatically, and she passed all of her classes. Furthermore, she seemed to be getting along much better with peers and adults.

In Spring, 1982, R was selected to participate in the statewide home economics competition at Kalamazoo College. She won a second place award. R is now in the twelfth grade and plans to graduate in January, 1983, having become one of the Job Upgrading Program's most productive students.

The Case of "B"

B was referred to the Kettering Job Upgrading Program by her counselor. A ninth grader, she had been in high school for three years and earned only thirty hours of credit. Her attendance record was very poor, averaging seventy days of absence per semester. Along with other related difficulties, B appeared on the verge of becoming a high school dropout.

The program coordinator obtained a copy of B's transcript which disclosed, as expected, many E's in her high school academic courses. However, it was also found that she had earned average and above-average marks in middle school. Coupled with innate intelligence traits exhibited during initial interviews, the coordinator saw potential for academic as well as emotional growth. It was perceived that her continuous record of high school academic failure had contributed to bitter attitudes expressed toward her teachers and peers.

It was decided that B would be given a highly specialized program schedule. Those teachers with whom she had had harsh encounters were to be avoided. Both attendance and classroom achievement would be monitored carefully. She was to phone the coordinator each time she was to be absent. She also would be able to examine her cumulative record at will to ascertain to her satisfaction that marks would be properly recorded. As an added incentive, she was assured of a paid work experience if she maintained a good record of attendance in school.

In response to this program treatment, B's attendance record improved from eighty days posted the previous semester to perfect attendance during her first term in the Job Upgrading Program. She also earned report card grades of three A's and two C's which placed her on the honor roll for the first time in her high school career. In addition, she completed a driver's training course successfully and similarly concluded an

eight-week work experience at a day care center. Her attitude and emotional outlook also improved dramatically.

After two and one-half years in the program, B recently received her high school diploma at the age of almost twenty.

The Case of "F"

F reported with his mother to the Southeastern Job Upgrading Center in October, 1981. He was failing his regular program classes primarily because of poor attendance. Overage for the twelfth grade, he was referred to the program by the assistant principal who felt that F would benefit from the close supervision, personal attention, and encouragement provided by the program.

He was enrolled and assigned five classes including Job Upgrading. F was monitored carefully for regular attendance by the coordinator including a daily phone check to his mother at home.

F barely passed the semester. However, his record indicated that he required only a few more courses to graduate. After further counseling, he was programmed for the required classes in the spring semester. He was told that if he passed all courses the first marking, he would be rewarded with a work experience.

He was successful in passing the required first-marking courses and was assigned a work experience at a restaurant. He performed almost all job functions except manager during his eight-week training period. At the end of this time he was hired by the restaurant for weekend work.

F completed his diploma requirements in June, 1982, having passed with average grades. He has retained his restaurant job and is now enrolled at Wayne County Community College in Food Management.

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

In an endeavor to assess the effectiveness of the Job Upgrading Program on as broad a base as feasibly possible, a multi-faceted approach was used which included an analysis of standardized test data, final report card grades, and school attendance information, as well as a depiction of case studies of a sample group of project participants.

Initially, the pretest (April, 1981) and posttest (April, 1982) grade equivalent means of CAT scores of the participants were determined, and the gain or retrogression in grade equivalent units for each pertinent grade level was calculated, analyzed, and described.

Secondly, the pre-program and post-program final report card grades of the enrollees in the areas of English and mathematics were analyzed, and the extent of improvement or retrogression was determined via a movement-matrix procedure and reported.

Thirdly, the pre- and post school attendance records of the program enrollees were examined, and the information accrued was analyzed and described in a manner similar to that above.

Finally, a number of abbreviated case studies depicting progress made by particular project participants toward the attainment of program goals were reported, thus concluding the evaluative procedures.

With regard to achievement in reading comprehension on the California Achievement Tests, the findings indicated, generally, that the program enrollees in Grade 10 equaled the gain of the national norming group, and the enrollees in Grade 11 exceeded the national norms gain by a margin of two months. The enrollees in Grade 9 fell short of norming group attainment by the extent of three months. There were no pre- and post test data available with reference

to Grade 12 enrollees[1].

The findings concerning CAT performance in mathematics inferred, generally, that the project participants failed to attain the gain of the national norming group. The gain of the participants in Grades 9 and 10 was six and seven months, respectively, less that the national norms gain. The gain of the participants in Grade 11 was correspondingly less by a margin of three months. No pre- and post test data were available with respect to Grade 12 participants[2].

The results inferred that the report card marks in English of 45 percent of the program enrollees were improved after their Job Upgrading experience by at least one report card grade. Only 14 percent of the enrollees retrogressed by the above margin. No pre- and post change in marks was evident with reference to 41 percent of the participants.

It was also indicated by the findings that 32 percent of the Job Upgraders had improved their report card marks in mathematics by at least one card mark. The results suggested also that 22 percent of the participants had retrogressed by the extent cited, and 46 percent of the students had effected no change in their report card marks.

The findings indicated further that 63 percent of the Job Upgraders improved their school attendance records by an average of at least seven school days. Only 22 percent of the students retrogressed by this margin. Their were no pre- and post changes in report card marks with respect to 15 percent of the project participants.

The case studies depicted in this evaluation tended to portray the rather

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[1]The findings pertinent to this facet of the evaluation should be interpreted with caution due to the relatively small number of participants of whom pre- and post test data were available.

[2]Ibid.

typical academic and personal problematic backgrounds of a number of program enrollees. The studies inferred, rather dramatically in some cases, that the positive outcomes of the efforts of the enrollees, combined with the encouragement, assistance, and dedication on the part of the project coordinators, were indicative of the attainment of program goals.

With respect to the evaluation procedures employed to assess the effectiveness of the project in terms of the evaluation plan, the 1981-82 Job Upgrading Program was considered successful. Hence based on the observations above, augmented by the evaluator's first-hand perceptions of sound administrative practices and dedication on the part of the project director and teacher coordinator staff, it is recommended that the Job Upgrading Program should continue to remain operational in its present form.